Guided Reading Planning Template

	Readers in this group:	**Text Level :**
Common Core Standard(s)		
Objective: • **What** reading skill, strategy or behavior will you teach? • **Why** are you teaching this to *this* group on *this* day? • **How** will it help them as readers?		
Classroom Culture Introduce or review: Language, Procedures, Responsibilities		
BEFORE READING	**Set purpose for learning**: • What, Why, & How (from Objective above) **Introduction:** Depending on purpose, vary the length and type of book introduction by reading stage (info on reverse) **Demonstrate teaching point**: • model, • thinking aloud, and • explaining **Introduce/Review an Element of Classroom Culture**	
DURING READING	**Briefly confer with one reader at a time**, while other students are reading & practicing the strategy/skill on their own. **While conferencing:** • Listen, observe, and take notes on what the readers are doing well & what they need support with. • Affirm student's problem solving attempts and successes • Reinforce the teaching point and/or teach a different reading behavior, skill or strategy (as necessary) • Provide prompts and reminders to use strategies	
AFTER READING	**Discuss and respond to the text** **Reinforce teaching point** & **link to independent reading** Word work (optional) Extensions (optional)	

Name:	**Name:**
Behaviors, skills, strategies being used:	**Behaviors, skills, strategies being used:**
Needs:	**Needs:**
Teaching point (*new* or *reinforced* from lesson):	**Teaching point (*new* or *reinforced* from lesson):**
Name:	**Name:**
Behaviors, skills, strategies being used:	**Behaviors, skills, strategies being used:**
Needs:	**Needs:**
Teaching point (*new* or *reinforced* from lesson):	**Teaching point (*new* or *reinforced* from lesson):**
Name:	**Name:**
Behaviors, skills, strategies being used:	**Behaviors, skills, strategies being used:**
Needs:	**Needs:**
Teaching point (*new* or *reinforced* from lesson):	**Teaching point (*new* or *reinforced* from lesson):**

Guide to Book Introductions:

Emergent Readers: Levels A-C.	A **thorough** introduction is recommended, including a book walk using explicit language readers will find in the text
Early Readers: Levels D-I.	A **detailed** introduction, but **not a complete walk through**, is necessary. The group can look over a few pages but discussion will not include a preview of what the actual text says.
Transitional Readers: Levels J-N.	Offer a **brief** introduction. This can include looking at text features (back cover, table of contents, title, etc.) for clues as to what the book will be about, making connections to books by the same author or in the same genre, and/or making personal connections.
Fluent Readers: At Level O and Above	Only a **minimal** introduction is necessary to refine and internalize students' reading strategies.